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ABSTRACT

This handbook presents state guidelines for alternative education in Mississippi, which is designed to serve as a learning alternative placement for students who have had difficulty with the regular classroom environment or who have experienced disciplinary problems in the classroom or school. The handbook contains the following sections: (1) mission statement; (2) excerpts from relevant state law; (3) excerpts from State Board of Education policy providing guidelines for placement in alternative programs; (4) accountability (local Board policy, placement criteria, exit criteria, documentation, and staff development); (5) curriculum design; (6) collaboration resources (suggested agencies for collaborative arrangements); and (7) descriptions of six established programs. An appendix provides 18 sample forms including required forms such as the District Disciplinary Reporting Form, the Alternative Education Placement Survey, and the Alternative Education Program Monitoring Report. (DB)

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Alternative Education Handbook.

Mississippi Department of Education

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The Mississippi Department of Education gratefully acknowledges the contributions of the Alternative Education Advisory Committee for providing their ideas and expertise during the development of this Alternative Education Handbook.

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Introduction

Alternative Education was established by Mississippi Law to serve as a learning alternative placement of students who have had difficulty adjusting to the regular classroom environment or who have experienced disciplinary problems in the classroom or school.

This Alternative Education Handbook contains the following sections:

- Mission Statement
- State Law
- State Board of Education Policy
- Accountability
- Curriculum Design
- Collaboration Resources
- Established Programs
- Appendix

This Alternative Education Handbook contains best practices with an appendix of approved forms for use by school districts in documenting and implementing the alternative process for student placement in the alternative program.

Through the commitment and contributions of alternative advisory committee members, this handbook was designed to be utilized as a guide and tool for school district staff to reference in meeting their unique alternative program needs.

Mission Statement

The mission of the Alternative Education Program is to promote the areas:

- academic performance,
- behavior modification,
- functional skills,
- career education,
- character education, and
- employability skills in a learning environment that offers high expectations and high support.

Through the individualized instruction and education plans (IIP/IEP), students, parents, and school faculty collaborate to address those six key areas. A commitment is made to provide a safe, structured environment that is conducive to helping students to function in today's ever-changing society.

State Law

Section 37-13-92 of the Mississippi Code Annotated establishes alternative school programs for compulsory school-age students and requires all school districts to maintain and operate such programs. The law governing the alternative school program was first amended in 1994 to revise the categories of compulsory school-age students who may be assigned to alternative school programs, authorized local districts to offer GED preparation programs in alternative schools, designated which district shall operate as the lead district in alternative school programs operated jointly by two or more school districts, required the State Board of Education to establish minimum guidelines for alternative school programs, and provided for the removal of a student from an alternative school program who becomes involved in criminal or violent behavior. Senate Bill 2510 of the 1995 Regular Session amended Section 37-13-92 of the Mississippi Code to its present form. The 1995 amendment provides procedures and standards for supervision and removal of a student to an alternative school program, provides for notice to the parents, and directs the State Department of Education to provide certain information to school districts in developing an alternative school program and related purposes. Section 37-19-22 of the Code establishes the funding formula for the programs. The formula for funding is three quarters of one percent (.75%) of the school district's average daily attendance or 12 pupils, whichever is greater, multiplied by the state average per pupil expenditure.

The Alternative School Program, as described in Section 37-13-92 of the Mississippi Code, provides an additional opportunity to remain in school for those children who have been suspended or expelled from school, who have been referred to the program due to disciplinary problems by the parent, legal guardian or custodian of the child, or who have been referred to the program by dispositive order of a chancellor or youth court judge.

The current structure of the Alternative School Program was mandated to begin with the 1993 - 1994 school year. The programs have been in operation for six school years, (93-94, 94-95, 95-96, 96-97, 97-98, 98-99). The responsibility of implementing the alternative education program rests with both the individual school district and the State Department of

Education. The law specifies the role of school districts as to establish, maintain and operate an alternative school program and to provide the continuing education of a student who has been placed in the alternative school setting.

The main responsibility of the State Board of Education is outlined in paragraphs (7) and (8) of Section 37-13-92 of the Mississippi Code. The paragraphs read as follows and establish minimum requirements to be included in the guidelines for alternative education programs:

(7) The State Board of Education shall promulgate minimum guidelines for alternative school programs. The minimum guidelines shall require, at a minimum, the formulation of an individual instruction plan for each student referred to the alternative school program and, upon a determination that it is in a student's best interest for that student to receive general educational development (GED) preparatory instruction, that the local school board assign the student to a GED preparatory program designed for the specific purpose of preparing students to successfully write the GED test and earn a certificate equivalent to the high school diploma. The minimum guidelines for alternative school programs shall also require the following components:

a) Clear guidelines and procedures for placement of students into alternative education programs which, at a minimum, shall prescribe due process procedures for disciplinary and general educational development (GED) placement;

b) Clear and consistent goals for students and parents;

c) Curricula addressing cultural and learning style differences;

d) Direct supervision of all activities on a closed campus;

e) Full-day attendance with a rigorous workload and minimal time off;

f) Selection of program from options provided by the local school district, Division of Youth Services or the Youth Court, including transfer to a community-based alternative school;

g) Continual monitoring and evaluation and formalized passage from one step or program to another;

h) A motivated and culturally diverse staff;

i) Counseling for parents and students;

j) Administrative and community support for the program; and

k) Clear procedures for annual alternative school program review and evaluation.

(8) On request of a school district, the State Department of Education shall provide the district with informational materials on developing an alternative school program that takes into consideration size, wealth and existing facilities in determining a program best suited to a district.

State Board of Education Policy

(Policy #IID-1)

Guidelines for Placement in Alternative Programs

1. The alternative school program is defined through written board-approved policies and procedures that define and provide appropriate educational opportunities for the categories of students to be served. Further, the program must meet the requirements of Mississippi Code Section 37-13-92.

2. The district has and follows written procedures, which meet Goss vs. Lopez due process requirements for removal of a student from school for disciplinary reasons.

3. The curriculum and instructional methodology address the needs of students through an Individual Instructional Plan, which emphasizes academic performance, behavior modification, functional skills, and career education.

4. The student/teacher ratio in each classroom is no greater than 15:1 with a process for approving exceptions by the State Department of Education.

5. Adequate instructional staff is assigned to ensure the continuing education of students and classroom supervision at all times.

6. Certified teaching staff and other staff assigned to the alternative program have adequate credentials to achieve the stated mission of the program. Further, students assigned for a grading period or longer and receiving Carnegie unit credits will receive instruction from appropriately certified teachers.

7. When the alternative school program is housed in a free standing facility separate from the regular school program, there is a certified administrator assigned to supervise the program.

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8. When the alternative school program is housed in an existing school, the safety of regular staff and students will be insured by appropriate supervision and isolation as necessary.

9. When an alternative program is operated by two or more school districts, pursuant to a contract approved by the State Department of Education, the contract will indicate which school district will house and which district will operate the alternative education program.

10. Rules and regulations which address the unique needs of alternative program students have been developed and disseminated to parents and students.

11. The alternative school facilities are clean, safe and functional, and commensurate with facilities provided to other students by the local school district.

12. The school district is in compliance with applicable laws and State Department of Education guidelines for reporting information relating to the alternative program.

13. Cumulative records on each student placed in an alternative program remain at and are maintained by the sending school.

14. Personnel assigned to an alternative program will report any criminal activity or other unlawful activity committed on school property to the appropriate authority.

15. Students enrolled in alternative programs/schools, including those provided through contractual agreements among multidistricts will participate in the Mississippi Assessment System at sites determined by school officials and in accordance with established guidelines regarding student grade levels and eligibility. Test results for these students will be reported in the home school district.

16. Evaluation of the student's progress will be conducted at regular intervals according to district policy and the appropriate records will be maintained and subject to the State Department of Education review.

17. The Individual Instruction Plan will provide full-day attendance with a rigorous workload and minimal noninstructional time.

18. Districts may select programs from options provided by the local school district, the Mississippi Department of Human Services (Division of Youth Services) or the Youth Court, and/or transfer to a community-based alternative school.

19. Alternative programs will provide:
    a. A motivated and culturally diverse staff,
    b. Counseling for parents and students, and
    c. Administrative and community support for the program.

20. The district will complete an annual program review and evaluation as directed by the State Department of Education.

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Accountability

Local Board Policy

Mississippi Code 37-13-92 mandates that all public schools must adopt the state guidelines for alternative education. Therefore, each school district must submit written documentation delineating the structure of their respective alternative programs. These policies must be approved by each district's local school board, and adopted as a part of their alternative education policy for placement in the alternative school. Further, these policies should be disseminated to teachers, students, parents, guardians, and custodians. Moreover, the policies for placement should include the various offenses that would justify placement in an alternative education program. Finally, the policies must meet Goss vs. Lopez requirements for due process.

Placement Criteria

Student placement into an alternative education program is based on a required referral process by each school district's Disciplinary Committee. The Committee could be comprised of a minimum of three members, i.e., principal, teacher, counselor and a special education teacher, when applicable. The parent or guardian of the student to be placed should also be present during the Committee's hearing. A student's placement or assignment may be extended due to academic, behavior or attendance deficiencies. Students assigned to the disciplinary alternative programs are expected to pass their academic courses and attend school on a daily basis unless otherwise excused. All students assigned to the alternative education program must exhibit appropriate behavior and adhere to the alternative school's rules and regulations.

Exit Criteria

A student's exit from the alternative program is contingent upon regular attendance, achieving and exhibiting appropriate behavior and academic progress during their assignment in the alternative program. An evaluation by the alternative education staff on the student's behavior,

attendance, and academic progress should be made prior to returning a student to the regular school program. If the student's behavior, academic process or attendance has been unsatisfactory, the student should remain in the alternative education program until more favorable progress has been achieved.

Documentation

An important part of this handbook is the section of various forms that are used to validate your alternative education program. Maintaining a file for each student placement helps you to produce the necessary documentation at the local level during any site visit by the Alternative Education staff (See Appendix).

Staff Development

The goal of alternative education staff development is to promote growth and development and educational services for children with academic and behavior deficiencies. This process should be initiated via a series of in-service training conducted for veteran and new personnel, who have direct or indirect contact with alternative education students. More specifically, strategies for reaching these goals should come from a group or a person with experience and knowledge of working with students, who have a history of disruptive and offensive behavior. The skills provided should combine instructional strategies with student discipline techniques to help modify student behavior. After participants have mastered these strategies, they should be encouraged to implement these techniques with the alternative education students.

Curriculum Design

The alternative education program is defined as a public elementary/secondary program that addresses the needs of students that typically cannot be met in a regular school/program, provides nontraditional education, serves as an adjunct to a regular school, and falls outside of the regular education, special education, or vocational education as prescribed by Mississippi Code 37-13-92.

Moreover, students assigned to alternative education schools/programs may receive Carnegie units, which are defined as a standard measure of high school work indicating the minimum amount of time that instruction in a subject has been provided. Awarding one Carnegie unit indicates that the district has provided the equivalent of 135-150 hours of instruction in regular and laboratory classes over a school year; awarding of one-half Carnegie unit, 67.5-75 hours.

The curriculum and instructional methodology of alternative programs must meet the criteria for academic instruction contained in Bulletin 171 and an Individual Instructional Plan (IIP), which emphasizes academic performance, behavior modification, functional skills, and career orientation.

Academic performance is defined as the achievement level of each assigned student. This performance can be documented by scores on classroom examinations, standardized examinations or the level of competency on the Test of Adult Basic Education (TABE). Students should be assessed by one of the methods stated above and their scores recorded as part of their (IIP).

Behavior modification is a structured procedure that must be implemented to help modify student behavior. There are various ways of achieving these results, i.e., group therapy and individual counseling. The Mississippi Department of Mental Health will work with alternative education programs that need assistance with students who qualify for medicaid benefits.

Functional skills are defined as the current abilities that students may possess when they are assigned to the alternative program. These may

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include such skills as reading level, grade level, etc. Additionally, career orientation should be viewed as an integral part of assisting students with preparation and planning careers during and after high school GED, i.e., post-secondary, vocational skills, military. This may be done by utilization of Interest Inventory Surveys or other comparable assessment instruments.

All alternative education programs are required to provide students with academic instruction by licensed appropriate teachers in their respective core areas, i.e., Science, Math, English, Social Studies. Additional academic offerings may be provided at the expense and discretion of the district. However, no other courses are required by the state guidelines for alternative education programs.

Collaboration Resources

Many students who are assigned to an alternative school program have unique needs that cannot be totally addressed by resources in the local district. In order to better meet the needs of the students and parents, it is recommended that local districts collaborate with other agencies in their community. This committee may include representation from the following agencies and organizations.

- Mental Health
- Partners In Education
- Youth Court
- Web Sites
- Attendance Officers
- Tutors
- Law Enforcement Programs
- Mentors
- AA, NA (Help Groups)
- Career Shadowing
- Medical Community
- Oak Circle - MS State Hospital
- Churches
- PTA, PTO, PTSA
- Community Businesses
- Health Department
- Local Colleges

Collaboration with these agencies will better meet the needs of the total student (i.e., counseling, day treatment, family support, drug/alcohol rehabilitation).

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Established Programs

The Division of Alternative Education provides technical assistance to district programs that have been developed and implemented across the state. However, some of these programs are more advanced than others. It is our intention to showcase these exemplary programs which can serve as benchmarks for others around the state.

Alternative education programs are unique and vary in structure based on the availability of resources and personnel. Programs that operate, however, with only the basic components of a program must include core courses (English, Math, Science and Social Studies), 1:15 teacher to student ratio, and programs housed within a school setting. Model programs have additional resources that allow them to provide more than the minimum services for students.

We suggest that school districts with scarce resources become members of a consortium. However, we can not dictate this format for a district. Clearly, the destiny and the success of a program are contingent upon resources and design. A description of several established programs are described below for your benefit you as you establish or refine the alternative program in your district.

Program #1

A three-tiered program, which serves both academically and behaviorally at-risk students. This program serves a maximum of 175 students with a teacher-pupil ratio of 1:15. The three levels of the program include the following:

- •Re-Act Center Program (Level I Alternative)
- •Challenge Program (Level II Alternative)
- •GED Program (Level III - Upward Bound)

Course Offerings for this program include English, Math, Social Studies, Science (All courses for grades 6-12), Accelerated Reading, Pre-employability skills, Physical Education, Work Experience, and GED. Additional services include Peer Mediation, Individual/Group Counseling, Alcohol/Drug Counseling and Support Groups, Teacher Support Team, Faculty Advisory Council, and Computer-Assisted Instruction (Jostens). The program provides 3-5 computers in each class-

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room, Small Group/Individualized Instruction, three (3) Job Coordinators, JTPA Program, two (2) full time Security Guards, security cameras in classrooms and in the halls, and Behavior Contracts.

The staff consists of eleven people, which include two (2) Special Education teachers, one (1) GED teacher, two (2) Teaching Assistants, one (1) full-time School Counselor, one (1) half-time School Nurse, three (3) Teachers that also serve as Work Coordinators, one (1) Mental Health Counselor, one (1) half-time Data Processor and one (1) Secretary.

Re-Act Center and
Challenge Program Contract

I understand that the Re-Act Center and/or the Challenge Program will provide me with an opportunity to improve my academic performance and behavior. In this program, I will be allowed to progress academically and improve my behavior through counseling.

In order to be considered for release from the Re-Act Center, or Challenge Program, I agree to:

1. Be punctual and attend school on a regular basis not to exceed 3 days per grading period.

2. Participate willingly in all class instruction and complete all homework assignments.

3. Maintain a grade of 70 or above in all classes.

4. Accept responsibility and the consequences for my actions.

5. Be respectful and courteous to teachers, the administrator, other staff members, and other students at all times.

6. Refrain from using drugs or tobacco products at school or in the vicinity of the school.

If at any time during my stay in the Re-Act Center or Challenge Program I do not follow these guidelines, I understand that I can be moved to a lower level or be referred for expulsion without services.

Student's Signature	Parent's Signature
Date	Date

Program #2
This program includes the following:

- Fast Track program
- Behavioral Modification program
- GED program
- Work program

This program can serve 47 students. The staffing for this program includes nine (9) teachers, one (1) Computer Lab Supervisor, one (1) Social Worker, one (1) Job Developer, one (1) Secretary, and a part time Mental Health Counselor.

Program #3
This program serves approximately 150 students in grades 7-12. There are 38 faculty and staff members, including Counselors and Social Workers.

The students have access to a full time functional library, computers in every classroom, and handbooks. Students must also wear the school uniform. Course offerings include:

- Computer Discovery Lab
- CCC Reading and Math Lab
- Physical Education-Art-Music-Band
- Special Education
- GED & JTPA
- Adolescent Offenders Program
- Day Treatment
- Teacher Teams
- Puppet Team - Drug Awareness
- Behavior Modification
- Reading Plus Program
- Accelerated Reading

Program #4
This program consists of three elementary classes for behavior alternative students in grades K-6 and two levels of behavior alternative school for students in grades 7-12. The Therapeutic Alternatives for Behavior and Social Skills (TABS) program is for elementary students in grades K-6. The purpose of this program is to provide intensive social/behavioral

interventions and education programming for identified students in grades K-6. Criteria for placement will be behavioral/social/emotional problems which have not been improved by regular classroom management/intervention. The overall goal of the program is to improve the student's skills in coping, problem-solving, and decision-making, thereby increasing responsible behavior choices and the ability to function successfully in school and the community.

The Level I - Improvement Center for grades 7-12 allows students to be assigned by a District Disciplinary Committee for a grading period or less. The students are assigned for serious violations of school district policies and must be in good standing before they are allowed to return to their home school.

The Level II-Positive Steps Center serves students who violate district policies while they are assigned to the Improvement Center or for students who are under the supervision of the Youth Court System. All students are assigned to the program for a nine-week grading period. The staff evaluates students at the end of each grading period to determine if they can return to regular school. Most of the students at the Positive Steps Center are reassigned to the Improvement Center before returning to regular school.

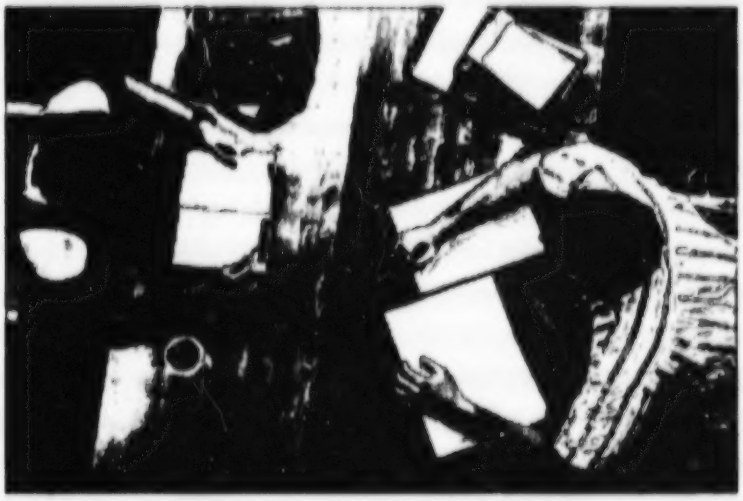
Program #5

This program embraces the seven core values of learning, service to others, responsibility, freedom, civility, honesty, and cooperation. The school is a non-traditional setting that focuses on academic attainment and positive citizenship. This program was designed for the purpose of developing, implementing, and providing alternative educational opportunities for at-risk youth in a safe, nurturing environment as a strategy and necessary component within the school district. This program houses up to 100 students and includes the following staff:

- 7 full-time certified teachers
- 2 teacher assistants
- 1 counselor
- 1 secretary
- 1 administrator
- 1 custodian
- 1 mental health counselor

Features of this school include:

- Independent study format with Individualized Improvement Plan (IIP) or Individualized Education Plan (IEP) for every student
- Student/Parent/School contract agreement
- Integrated Day for grades 6-8
- Carnegie Unit Alternative Program for grades 9-12
- GED Program
- Day Treatment Program
- Visual Arts, Dance, Music electives
- "Family Time" (daily morning meetings with teacher/mentors)
- Leveling System (Behavior Responsibility Ladder, including Entry Level, Passage Level, Magna Level, and Summa Level)
- Entire staff serves as Teacher Support Team (TST)
- Thinking Maps Model Center (visuals for thinking)
- Whole Schools Institute School (as of June 1999) with arts integrated with academics
- Ongoing Community Adopter/School partnership



Program #6

This program was designed to serve students in grades 5-12 who have been expelled or long-term suspended from school (at least six weeks). Prior to placement in the regular program, this program serves as a reentry point for students into the school district from different agency/institution situations. Approximately 21 students are served on a tutorial basis.

The staff consists of a director, an assistant director, and two full time teachers with SPED certification.

All referrals are reviewed by a screening committee. Upon placement in the program, a Plan of Improvement (PI) for the student with a contract of educational goals, time-lines and expectations is to be signed by the student and parents. The alternative program provides educational tutoring in the courses in which the student is currently enrolled, based on the PI developed for each student. Strong emphasis is placed on developing pro-social behaviors using skills training and behavioral counseling. A Day Treatment Program is provided to meet the needs of behavior disorder children. Counseling services are provided by the school district and the Mental Health Services. The atmosphere of the class reinforces responsible behavior to replace the previous pattern of irresponsibility.

The focus of the program is on returning a student to the regular program. The Plan of Improvement will identify exit criteria which must be met by the individual student. The PI is reviewed and/or revised at the end of each six week period. Students who have met the goals and objectives of their plan may return to the regular program on a full or part time basis. Criteria used to determine a student's exit status include 1) grades, 2) behavior reports, 3) counseling records and 4) other information deemed pertinent by the screening committee. A transitional plan is developed and a case manager is appointed to insure that the student gets the necessary support once he or she reenters the regular school.

Appendix

Sample Forms

Required Forms

Form 1

Teacher Referral

(To be completed by referring teacher)

Student's Name_____Grade_____

Teacher's Name_____Subject_____

Please provide a description of this student's behavior in your classroom. A copy may be completed by each referring teacher.

1. Academic progress:

[ ] Average [ ] Slow
[ ] Erratic [ ] Other

2. If student is failing, what is the reason for failure?

3. Describe student's problem as you see it, citing examples of behavior and frequency of occurrence.

4. What steps have you taken to alleviate this problem?

5. Briefly describe methods attempted to change behavior and results (intervention).

6. What suggestions do you have which might help this student?

Form 2

Counselor Report

Student's Name _____Grade_____

Counselor's Name_____Phone #_____

First Contact with student (date and results):

Conference with referring teacher regarding student's behavior:
(Briefly describe intervention plan or other action taken.)

Additional contact with student/parent/teacher, including dates and results:

Recommendation:

_____

Counselor's Signature Date

Form 3

Parental Notification of Referral

Date_____

TO: _____

Parent of_____

Your child has been referred for placement in an alternative education program for the following reasons:

_____

_____

_____

_____

The Alternative Screening Committee will meet to determine the most appropriate placement for your child. You will be notified within the next 10 days of the date, time, and place of the meeting so that you and your child may be present to discuss this matter.

Sincerely,

_____

Principal

_____

School

I understand that my child, _____, has been referred by officials at his/her school for placement in an alternative education program and that I will be given an opportunity to discuss my child's placement with the Alternative Screening Committee.

_____ _____

Parent's Signature Date

Form 4

Local School Referral Recommendation

Student's Name _____ Date_____

Referred By_____ Position_____

District_____ School_____

Referring Counselor_____ Phone_____

Referral Committee Results:

[ ] Refer to alternative
[ ] Remain in regular education
[ ] Attempt another intervention
[ ] GED track at alternative

Summation of committee meeting:

_____
_____
_____
_____
_____
_____
_____

Committee Signatures	Position
_____	_____
_____	_____
_____	_____
_____	_____

Note: Referral Recommendation Committee adheres to local and state department guidelines.

Form 5

Local School Referral Checklist

Student's Name _____

School District_____

Date Completed

_____ Local school referral recommendation

_____ Student information sheet

_____ Teacher referral

_____ Counselor referral

_____ District recommendation approval

_____ Parent permission for placement

_____ Emergency information

_____ Copy of lunch application form

_____ Copy of cumulative record

I verify that this packet is complete and the student is ready to be enrolled.

_____ _____

Principal's Signature Date

Date referral packet was submitted_____

TO BE COMPLETED BY ALTERNATIVE PERSONNEL ONLY

Date referral received _____ Received by_____

Date student enrolled_____ Signed_____

Form 6

District Recommendation Approval Form

Student's Name _____

School District_____

School _____Grade Level_____

[ ] I have reviewed the data on the above mentioned student and grant permission to refer him/her to the _____ alternative program.

Comments (if necessary):

_____

_____

_____

_____

_____

_____

_____ _____

Superintendent's Signature Date

Form 7

Parental Notification of Placement

Date_____

I understand that my son/daughter _____, has met all requirements and referral procedures necessary for placement in the _____Alternative program. I further understand that the referring counselor and staff will see to it that my child's Individualized Instructional Plan (IIP) is developed based upon his/her academic needs as prescribed by the Mississippi Department of Education.

[ ] Therefore, I do give my permission for placement.

[ ] After further consideration, I do not wish my child to be placed in the alternative school setting at this time.

_____ _____

Parent/Guardian Signature Date

_____ _____

Principal of Referring School Signature Date

Comments (if necessary):

_____

_____

_____

_____

Form 8

Admission Slip

Student's Name_____

Base School_____

Date of Birth_____Grade Level _____ SS#_____

Parent/Guardian's Name_____

Address_____

_____

Home Phone_____Father's Bus. Phone_____

Mother's Bus. Phone_____

Exceptional Education [ ] Yes [ ] No Exceptionality_____

The following items are required for enrollment:

[ ] A withdrawal form from base school
[ ] A copy of the cumulative record
[ ] A copy of the lst grading period report card
[ ] A copy of the immunization form
[ ] Textbooks in all academic subjects

Please have all of this information available for the parent to bring to the intake conference. A student will not be enrolled without all of the above information. Please send these items by the parent. Do not send in the inter-school mail.

_____

Principal's Signature

Form 9

Student Information Sheet

Student's Name _____Age____Sex____Race____

Address_____DOB ___/___/___

City_____Zip_____Phone_____

Student resides with_____

Relationship to student_____Work Phone_____

Parental martial status S M D W Number of Siblings_____

Is student a teen parent?_____ Pregnant?_____

Student's current grade level placement_____

Number of credits earned to date_____

Number of days present this school year_____

Academic status of student at time of enrollment.

Please indicate class, numerical average, days present, and objectives mastered.

Class	Numerical Average	3 Days Present In Each Class
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NOTE: Send competencies mastered in **each** class.

Form 10

Emergency Information

Student's Name _____
Last First Middle

Contact Person_____Relationship_____

Home Phone_____ Work Phone_____

Street Address_____

City_____State_____ Zip_____

Medical Information

Physician_____Phone Number_____

Medical Problems (Please list any known allergies):

_____

_____

_____

_____

_____

Daily Medications_____

List two other contacts in case of emergency.

Name_____ Phone_____

Name_____ Phone_____

Form 11

Handbook Notification Receipt

I have received a copy of the School District Handbook. I understand that this handbook is to be given to my parents or legal guardian(s) so that they may be fully informed regarding policies and procedures regarding the school district.

_____ _____

Student's Signature Date

Parental Responsibility and the Law

1. **Weapons Possession.** A parent may be guilty of a misdemeanor and fined up to $1,000 and or up to six (6) months in the county jail for knowingly allowing a child (under 18) to have, own, or carry a concealed weapon. §97-37-MS Code Annotated 1972
2. **General Responsibility For Child's Act.** A parent, guardian, or custodian of a compulsory school-age student enrolled in a public school district shall be responsible for any criminal fines brought against such student for unlawful activity occurring on school grounds (fine not to exceed $3,500). §37-11-53 MS Code Annotated 1972
3. **Damages.** The public school district is entitled to recover up to $20,000 in damages in addition to any other recovery, from parents of a child (7 to 17 years of age) who maliciously and willfully damages or destroys property belonging to the School District. §37-11-53 MS Code Annotated 1972
4. **Attendance at Discipline Conference.** Any parent, guardian, or custodian of a compulsory school-age child who shall fail to attend a discipline conference, to which such parent, guardian, or custodian has been summoned, shall be guilty of a misdemeanor and upon conviction, shall be fined not to exceed $250. §37-11-53 MS Code Annotated 1972

Any parent, guardian, or custodian of a compulsory school-age child who refuses or willingly fails to perform any of the duties imposed, shall be guilty of a misdemeanor and, upon conviction shall be fined not to exceed $3,500. §37-11-53

Parent/Guardian(s) Receipt of Handbook

I have read a copy of my child's handbook which includes the district's discipline plan and the Prevention of School Violence Act, Senate Bill 3349.

_____ _____

Parent/Guardian's Signature Date

Form 12

Behavioral Contract

Student's Name_____ Date_____

Target Behavior: (Replace negative behavior with positive behavior)

Negative Behavior:_____

_____

_____

_____

Positive Behavior: _____

_____

_____

_____

(Student Name)_____agrees to:

1. _____
2. _____
3. _____
4. _____
5. _____

Progress review meeting date:_____

Bonus for meeting behavioral goal:_____

Penalty for not meeting behavioral goal:_____

We understand and agree to the terms of this contract.

_____ _____
Student's Signature Date

_____ _____
Parent's Signature Date

_____ _____
Teacher's Signature Date

_____ _____
Counselor's Signature Date

Form 13

Behavior Modification Form

Student's Name_____ Date_____

This is the rule I broke:_____

_____

I chose to break this rule because:_____

_____

_____

_____

Who was bothered when I broke this rule?_____

_____

This is what I could have done instead:_____

_____

_____

_____

_____

_____ _____

Student's Signature Date

ISS Time:_____ Instructor's Initials:_____

Form 14

Individual Teacher Exit Evaluation

Student's Name_____ Date_____

Base School_____ Grade_____

Subject _____ Teacher_____

Rating Indicator: Yes or No

_____ Attendance - No more than 5 excused absences per semester

_____ Academics - A 70% or above average in all subjects

_____ Behavior - No more than 2 discipline referrals

Comments_____

_____

_____

_____

_____

Form 15

Alternative School Returning Students

Date_____

Name	Grade/ Age	Credits (Total)	Eng.	Math	Social Studies	Science	Absences	Demerit	SPED

Required Reporting

Forms

Form 16

District Disciplinary Reporting Form

District Name_____ Date_____

Person Preparing Report_____Phone_____

Check Appropriate Box [ ] 1st Nine Weeks [ ] 2nd Nine Weeks
[ ] 3rd Nine Weeks [ ] 4th Nine Weeks

	High School	Middle School	Elem. School	Total
* Felony Expulsions				
Other Expulsions				
**Out of School Expulsions				
In-School Suspension				
Alternative Placement (Academic) Remedial				
Alternative Placement (Disciplinary)				

* Expulsions are defined as removal from school for ten (10) days or more.

** Out of School Suspension is defined as removal from school for a period of less than ten (10) days.

Form 17

Reason for Placement	Reasons*	Male	Female	Black	White	Asian	Hisp.	Other	K-5	6th	7th	8th	9th	10th	11th	12th
Defiant & Other Insubordinate Acts Against School Personnel																
Destruction of School Property																
Sexual Offenses																
Fighting & Other Violent Offenses																
Drug Violations																
Alcohol Violations																
Tobacco Violations																
Weapons Violations																
Larceny																
Training School Referral																
Youth Court Referral																
GED Placement																
School Attendance (i.e., tardiness, unexcused absences)																
Violation of Dress Code, Chewing Gum, & Minor Violations of School Policies																
Non-Felonious Expulsion																
Parents' Request																
Other transfer, pregnancy																
TOTAL																

* A student may be placed in alternative education for multiple reasons.

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Form 18

Alternative Education Program Monitoring Report Form

District _____ Date_____

This school district is: (A) In Compliance (B) Not In Compliance (C) N/A

Guidelines for Alternative Programs

A B C 1. The alternative program is defined through written board-approved policies and procedures that define and provide appropriate educational opportunities for the categories of students to be served. Further, the program must meet the requirements of Mississippi Code Section 37-13-92.
Comments:_____
_____

A B C 2. The district has and follows written procedures which meet Goss vs. Lopez due process requirements for removal of a student from school for disciplinary reasons.
Comments:_____
_____

A B C 3. The curriculum, an instructional methodology, addresses the needs of students through an Individual Instructional Plan, which emphasizes academic performance, behavior modification, functional skills, and career orientation.
Comments:_____
_____

A B C 4. The student/teacher ratio in each classroom is not greater than 15:1, with a process for approving exceptions by the State Department of Education.
Comments:_____
_____

A B C 5. Adequate instructional staff is assigned to ensure the continuing education of students and classroom supervision at all times.
Comments:_____
_____

A B C 6. Certified teaching staff and other staff assigned to the alternative program have adequate credentials to achieve the stated mission of the program. Further, students assigned for a grading period or

longer and receiving carnegie unit credits will receive instruction from appropriately certified teachers.
Comments:_____
_____

A B C 7. When the alternative school program is housed in a free standing facility separate from the regular school program, there is a certified administrator assigned to supervise the program.
Comments:_____
_____

A B C 8. When the alternative school program is housed in an existing school, the safety of regular staff and students will be insured by appropriate supervision and isolation, as necessary.
Comments:_____
_____

A B C 9. When an alternative program is operated by two or more school districts, pursuant to a contract approved by the State Department of Education, the contract will indicate which school district will house and which district will operate the alternative education program.
Comments:_____
_____

A B C 10. Rules and regulations which address the unique needs of alternative program students have been developed and disseminated to parents and students.
Comments:_____
_____

A B C 11. The alternative program facilities are clean, safe, functional, and commensurate with facilities provided to other students by the local school district.
Comments:_____
_____

A B C 12. The school district is in compliance with applicable laws and State Department of Education guidelines for reporting information relating to the alternative program.
Comments:_____
_____

A B C 13. Cumulative records on each student placed in an alternative program remain at and are maintained by the sending school.
Comments:_____
_____

A B C 14. Personnel assigned to an alternative program will report any criminal activity or other unlawful activity committed on school property to the appropriate authority.
Comments:_____
_____

A B C 15. Students enrolled in alternative programs/schools, (including those provided through contractual agreements among multidistricts), will participate in the Mississippi Assessment System at sites determined by school district officials, and in accordance with established guidelines regarding student grade levels and eligibility. Test results for these students will be reported in the home school district.
Comments:_____
_____

A B C 16. Evaluation of the student's progress will be conducted at regular intervals according to district policy, and the appropriate records will be maintained and subject to the State Department of Education review.
Comments:_____
_____

A B C 17. The Individual Instruction Plan will provide for full-day attendance with a rigorous workload and minimal noninstructional time.
Comments:_____
_____

A B C 18. Districts may select programs from options provided by the local school district, the Mississippi Department of Human Services (Division of Youth Services) or the Youth Court, and/or transfer to a community-based organization.
Comments:_____
_____

A B C 19. Alternative programs will provide:
a. a motivated and culturally diverse staff
b. counseling for parents and students
c. administrative and community support for the program
Comments:_____
_____

A B C 20. The district will complete an annual alternative program evaluation as directed by the State Department of Education.
Comments:_____
_____

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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